

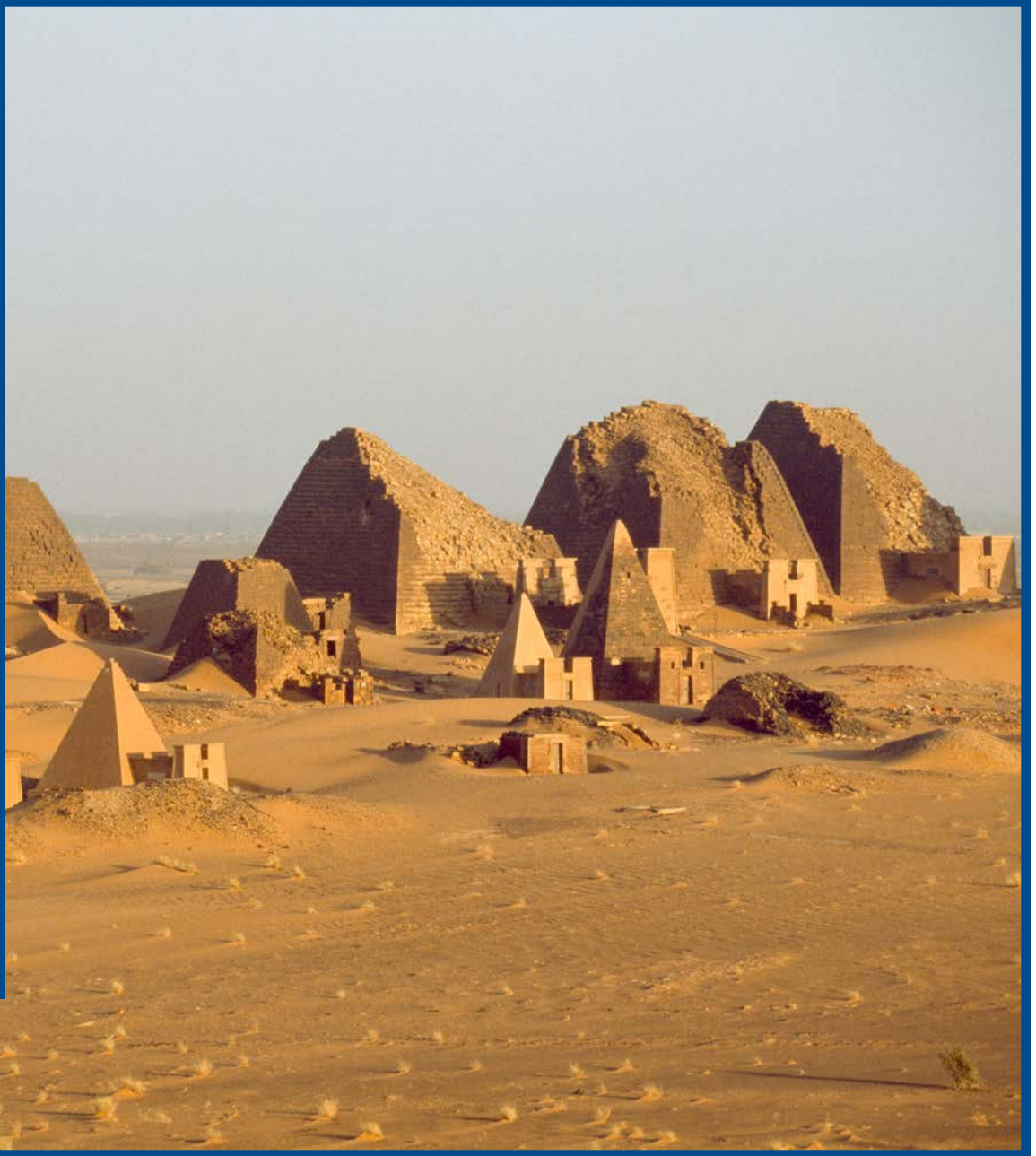
# 6

History-Social  
Science Standards  
6.2.6. and 6.2.8.



## Teacher's Masters

California Education and the Environment Initiative



# Egypt and Kush: A Tale of Two Kingdoms

## **California Education and the Environment Initiative**

Approved by the California State Board of Education, 2010

### **The Education and the Environment Initiative Curriculum is a cooperative endeavor of the following entities:**

California Environmental Protection Agency  
California Natural Resources Agency  
California State Board of Education  
California Department of Education  
Department of Resources Recycling and Recovery (CalRecycle)

### **Key Partners:**

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### **Office of Education and the Environment**

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**<http://www.CaliforniaEEI.org>**

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## **Lesson 1**    **Sharing a River**

Discussion Questions . . . . . 2

## **Lesson 2**    **The River's Resources**

None required for this lesson.

## **Lesson 3**    **So Much Alike, But...**

None required for this lesson.

## **Lesson 4**    **The History of Egypt and Kush**

None required for this lesson.

## **Lesson 5**    **Egypt's Commercial Success**

None required for this lesson.

## **Lesson 6**    **The Influence of Trade**

None required for this lesson.

## **Assessments**

A Tale of Two Kingdoms—Traditional Unit Assessment Master . . . . . 6

Time-Travel Guide—Alternative Unit Assessment Master . . . . . 9

## Discussion Questions

Lesson 1 | page 1 of 4



### Discussion Question 1

**Instructions:** Work as a group to answer this question.

What was the natural resource the people of Los Angeles and Owens Valley wanted and needed, and how did each try to get control of it?

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### Discussion Question 2

**Instructions:** Work as a group to answer this question.

How was the natural resource controlled by Los Angeles?

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

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## Discussion Questions

Lesson 1 | page 2 of 4





**Discussion Question 3**

**Instructions:** Work as a group to answer this question.

What happened to Owens Valley when Los Angeles took the natural resource from the area?

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

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**Discussion Question 4**

**Instructions:** Work as a group to answer this question.

What happened to Los Angeles when it gained control of the natural resource from Owens Valley?

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

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## Discussion Questions

Lesson 1 | page 3 of 4



### Discussion Question 5

**Instructions:** Work as a group to answer this question.

What has happened almost 100 years after Los Angeles began taking the natural resource from Owens Valley?

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### Discussion Question 6

**Instructions:** Work as a group to answer this question.

Why did the people of Owens Valley sign away their rights to the natural resource?

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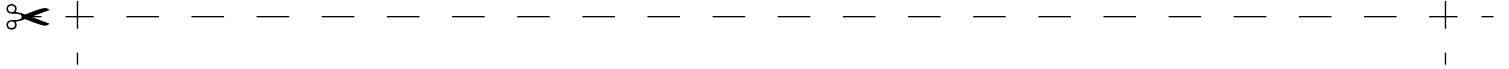
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## Lesson 1 | page 4 of 4

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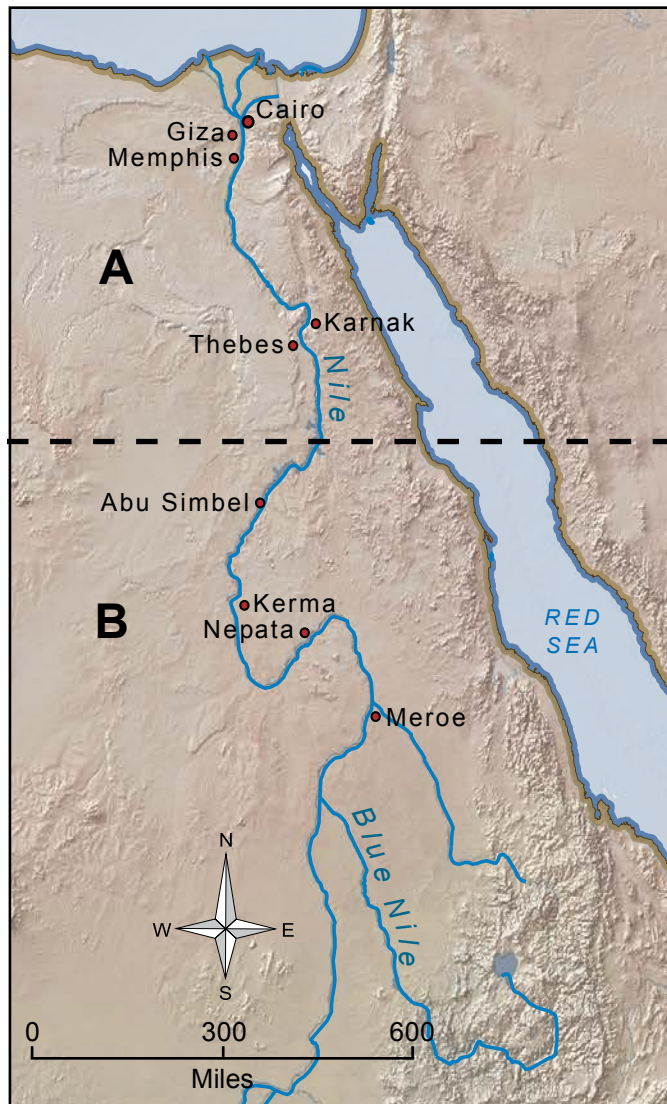
## A Tale of Two Kingdoms

Traditional Unit Assessment Master | page 1 of 3

Name: \_\_\_\_\_

### Part 1

**Instructions:** Use this map to answer the questions 1 and 2 below. (2 points each)



1. Which letter identifies the area on the above map where the kingdom of Kush was located? \_\_\_\_\_
2. Write the name of one capital of Kush:  
\_\_\_\_\_

### Part 2

**Instructions:** Select the best answer and circle the correct letter. (2 points each)

3. Which natural resource had the greatest influence on both Egypt and Kush?  
a. grassland  
b. gold  
c. Nile River  
d. Nile Delta  
e. All the above.
4. Which natural resources supported agriculture in Egypt?  
a. flooding, flat land, and a warm climate  
b. good soldiers, flooding, and sandstone  
c. the ibis, good soil, and gold  
d. rainfall, high mountains, and forests  
e. All the above.
5. Which natural resources were most important to the economy of Kush?  
a. flooding, forests, and a warm climate  
b. good soldiers, flooding, and sandstone  
c. lions, granite, and mountains  
d. forests, iron and gold ores, and animals  
e. All the above.
6. Which of the following best describes how the kingdoms of Egypt and Kush were alike?  
a. Both had strong armies.  
b. Both believed in many gods and built pyramids.  
c. Both were ruled by kings, who made rules about everything.  
d. Both grew grains and used the Nile to trade goods.  
e. All the above.



Name: \_\_\_\_\_

7. Which of the following best describes how the kingdoms of Egypt and Kush were different?
  - a. The people of Egypt did not raise cattle, only the Kushites did.
  - b. The Kushites thought their ruler was the child of the sun god; Egypt's pharaoh was the sun god.
  - c. Grain in Egypt was used like money; the Kushites paid people in gold.
  - d. Egypt traded mostly with kingdoms to the north and the Kush traded with kingdoms to the south.
  - e. All the above.
8. Which of the following best explains how the Nile helped both Egypt and Kush become strong?
  - a. The floods helped both kingdoms grow better crops.
  - b. The river helped them to move goods to other places to trade.
  - c. The cataracts helped them build strong forts for defense.
  - d. The fish in the river were a valuable trade item for both kingdoms.
  - e. All the above.
9. Which of the following was Egypt famous for in the eastern Mediterranean and Nile Valley?
  - a. cattle, gold, and slaves
  - b. horses, pyramids, and dates
  - c. wheat, linen, and papyrus
  - d. sand, water, and glass
  - e. All the above.

10. Which of the following was Kush famous for in the eastern Mediterranean and Nile Valley?
  - a. glass, wheat, and bronze
  - b. wood, gold, and iron tools
  - c. copper, dates, and papyrus
  - d. olive oil, wine, and natron
  - e. All the above.

### Part 3

**Instructions:** Read each statement below and write "Agree" or "Disagree" after it, then explain why you agree or disagree in a few sentences. Provide two supporting details in each of your answers. (5 points each)

11. For 4,000 years, Egypt was bigger and stronger than Kush. \_\_\_\_\_  
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Name: \_\_\_\_\_

12. Control of the Nile was important to both Egypt and Kush. \_\_\_\_\_

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13. Trade affected the communities and natural systems in the Nile River Valley and the Mediterranean. \_\_\_\_\_

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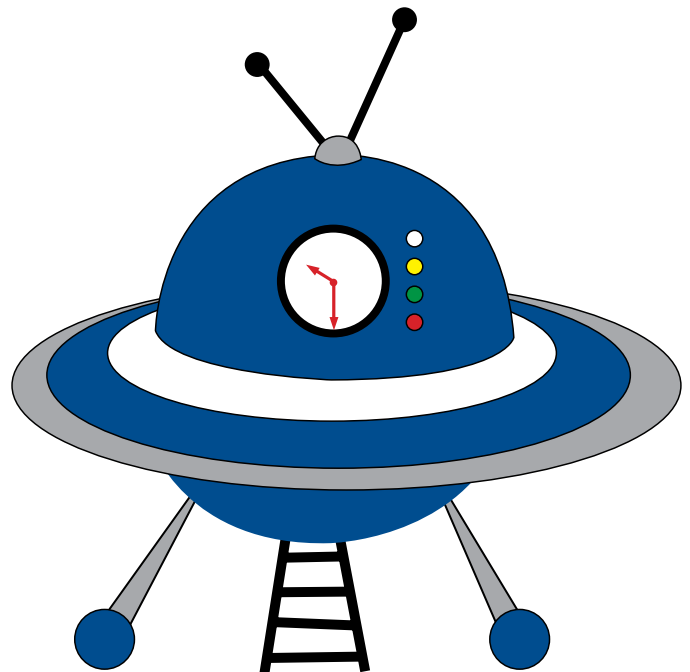
**Instructions:** Imagine that time travel has become possible. Sixth-grade students can now travel back in time to learn about Egypt, Kush, and the resources of the Nile River Valley. As an expert on these ancient kingdoms, your job is to create a travel guide. It should describe important places and events in Egypt and Kush. It should also tell time-travelers what to look at so they can learn about the resources, trade, and life along the Nile River in ancient Egypt and Kush. (20 points)

You may make the travel guide any way that you want, but your guide must include:  
(up to 4 points each)

- a list of at least four important cities in Kush and Egypt that the traveler should visit
- two examples of the types of agriculture in each kingdom (four total)
- two or more examples of important goods and resources traded by each kingdom (four total)
- how both kingdoms used and/or controlled the Nile River and Valley resources
- two examples of the effects of trade on the natural systems in the region

You may use writing, pictures, and the map provided in your travel guide to show the traveler what to look for. You may also use any of the information in your **Student Workbook** to help you.

The scoring tool on page 4 will be used to score your final brochure.



## Alternative Unit Assessment Master | page 2 of 4

Use the space below and on the next page to write a rough draft of your brochure. Begin by labeling the map at the right with “Egypt,” “Kush,” “Lower Nile,” and “Upper Nile” so your travelers can see exactly what you are describing. You may include this map on your brochure.

[illegible]

## Alternative Unit Assessment Master | page 3 of 4

[illegible]

## Time-Travel Guide Scoring Tool

Component	4 points	3 points	2 points	1 point
<b>Identifies four key cities in Egypt and Kush</b>	Gives the locations and names of four cities	Gives the locations and names of three cities	Gives the locations and names of two cities	Gives the location and name of one city
<b>Gives two examples of agriculture in both kingdoms</b>	Gives two examples of agriculture from each kingdom	Gives two examples of agriculture, one from each kingdom	Gives two examples of agriculture from only one kingdom	Gives one example of agriculture from either kingdom
<b>Identifies at least two important trade resources or goods from each kingdom</b>	Identifies two important resources or goods traded in Egypt and two traded in Kush	Identifies two important resources or goods from one kingdom and one resource from the other kingdom	Identifies one trade resource or good important to trade in Egypt and one in Kush	Identifies one important trade resource or good in Egypt or in Kush
<b>Explains the use/control of the Nile by both kingdoms</b>	Mentions that Egypt had a military presence along the Nile and that Kush always controlled the Upper Nile	Mentions that Egypt had a military presence along the Nile or that Kush always controlled the Upper Nile	Mentions that both kingdoms used the Nile as a trading “highway”	Mentions that Egypt or Kush used the Nile for trade
<b>Describes two effects of trade on the natural systems of the region</b>	Gives two examples of how trade of a popular product changed natural systems in the region	n/a	Gives one example of how trade of a popular product changed natural systems in the region	n/a







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